



Taking Charge of Your School's Budget

Why go this route?

- Because you can focus resources from supplemental funds to support student achievement.
- Because you can help put “legs” under your school improvement plan by funding projects or ideas that matter.
- Because you’ll acquire a better understanding of the purposes and requirements of programs you’re involved with.
- Because you can help eliminate duplication and fragmentation of services to eligible students.

You’ll know you’ve arrived when...

- You have an educated understanding of the supplemental funds available to your school.
- Your supplemental funds are coordinated and focused on what you most want to do.
- A cadre of stakeholders shares understanding and responsibility for your funding plan.
- You’ve maximized use of supplemental funds on increased student achievement.
- Services and funds from many sources are focused on eligible students.

Construction Zone

Schedule this planning activity in the spring of the year when school improvement plans are being evaluated and updated.

Districts apply for these funds on a yearly basis with a budget of proposed activities and expenditures, probably by July 1.

Check with your district for its deadlines and timelines, as well.

It’s about TIME


- This will take focused time over 3-4 weeks. It could take 2-5 meetings, depending on team member orientation, familiarity with each other, and knowledge of the budget process.

Potential COSTS

- You might want to hire a facilitator to guide you through a workshop on budget decision-making.

The Process

*A step-by-step guide
to taking charge of your
building's budget.*

NOTE: Steps marked with a  are accompanied by one or more inserts, included in this packet.

1 Identify sources of funding available to your district.

It's worth your while to become familiar with what's required and what's flexible about these programs. You can check your district's program allocations on line by going to the MDE website (www.michigan.gov/ofs) Go to Program Allocations under Tools and Research. Look up your district and jot down the funded programs.

2 Get familiar with those programs.

Get a cup of coffee and close your door for an hour. Look at INSERTS for Step 2, Office of Field Services. Print this out for your reference. Highlight the state and federal programs that concern you and your district. Read through each of them, paying attention to how each type of fund can be used.

Get a clear picture of **how your building currently uses its funds.**

Make an appointment to speak with your district's program coordinator(s) for these programs. Work through the process program by program and ask for the dollar amount and the use of any portion of the program funds that are assigned to your building. Take notes on the worksheet provided in INSERT for Step 3.

Prioritize options that support your building's improvement plan.

Think through your building's vision (See MI-Map Packet 2:1 for a process for agreeing on a shared vision). Pick out practical, concrete changes with financial implications (purchases, hires, time assignments, etc.) that would move your school visibly and powerfully in that direction. List them in order from most to least powerful. Use INSERT for Step 4 as a worksheet.

Identify program funds that could be shifted to your first priority.

Use the Field Services Unit's "Quick Guide to Allowable Use of Funds" (INSERT for Step 5) to search for programs whose funds could be shifted to your highest priority initiative. Find as many as you can, but don't decide among them yet. Use the bottom half of INSERT for Step 3 to jot down possible strategies of funds under each column and identify available funding sources (regardless of current, competing strategies). Repeat for your other priorities.

Now weigh the costs.

With a rough estimate of costs for your first priority in mind, browse through the columns where it could be funded, looking for the current program you'd be most willing to trade for it. Remember that the current program might be able to be transferred to another eligible funding source. Repeat the process. See the insert for Step 6.

7 Make your case to district coordinators. These funds are applied for by the district, and your ideas will have to be incorporated into the consolidated application.

See MI-Map Packet 2:2 "Choosing Smart Risks" for a process for thinking carefully through the politics of proposing a different way of doing things. Do your best to anticipate what problems this might cause for district administrators and to propose ways to meet their needs while giving your building the flexibility needed to help improve student achievement.

Getting more mileage from taking charge of your building's budget

Focusing your use of supplemental funds benefits your school in regard to the following initiatives:

Elementary and Secondary Education Act (ESEA)

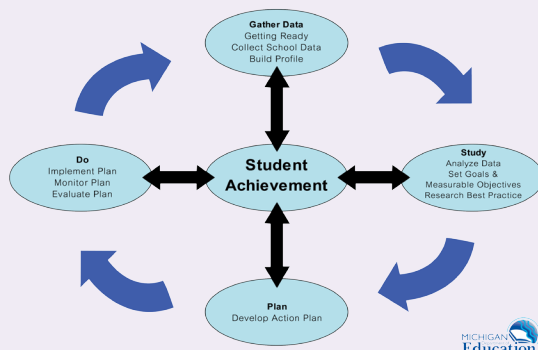
- ESEA requires coordination and integration of all federal and state programs or resources, including:
 - Title I Parts A, C, and D
 - Title II, Part A
 - Title II and IV
 - Title VI
 - Title X, Part C (McKinney-Vento Homeless)
 - Head Start, Early Start, Even Start, and other preschool programs
 - 21st Century Community Grants
 - Violence prevention programs
 - Carl Perkins Grants
 - Nutrition programs
 - State Section 31-A and 41

These funds are tied together with common threads: research based effective instruction, professional development, parent engagement, technology, “highly qualified” instructional staff, and school improvement planning based on a data-driven comprehensive needs assessment to serve the academic needs of all students and those most at risk of failing to achieve high standards.

State Accreditation System

- Schools are required to allocate resources in support of school improvement goals and document the allocation of resources in support of professional development, including time and availability of appropriate technology.

Michigan Continuous School Improvement Process (Mi-CSI) Michigan School Improvement Framework



This packet will help you develop a cohesive action plan by effectively using your Title funds to support the implementation of your selected strategies.



Resources

Books, Articles, Websites

Most intermediate school districts have a specialist working with schools on resource allocation in their service areas.

MDE's Office of Field Services consultants are available to provide technical assistance. Go to www.michigan.gov/ofc, click on Tools and Resources and then on OFS Regional Support Team Map to get the phone number of the consultant for your region.

Michigan Association of State and Federal Program Specialists
<http://www.masfps.org>

People

Intermediate School Districts/RESAs can serve as a resource.

For more information, contact:

Michigan Department of Education

Office of Education
Improvement and Innovation
517-241-3147

School Improvement Unit
517-373-8480

Curriculum and Instruction Unit
517-241-4285

Office of Assessment
and Accountability
517-373-0048

Office of Early Childhood
and Family Services
517-241-3592

Office of Field Services
517-373-3921

Office of Professional Preparation
and Teacher Certification
517-373-6505

Office of Special Education
and Early Intervention Services
517-373-9433

Michigan State Board of Education

John C. Austin, *President*
Casandra E. Ulbrich, *Vice President*
Nancy Danhof, *Secretary*
Marianne Yared McGuire, *Treasurer*
Richard Zeile, *NASBE Delegate*
Kathleen N. Straus
Daniel Varner
Eileen Lappin Weiser

Ex-Officio

Rick Snyder, *Governor*
Michael P. Flanagan, *Superintendent
of Public Instruction*

Compliance With Federal Law

The Michigan Department of Education complies with all Federal laws and regulations prohibiting discrimination, and with all requirements and regulations of the U.S. Department of Education.



www.michigan.gov/mde